

Competency TOOLKIT



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



In partnership with

The **LEGO** Foundation 

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Teacher Tip



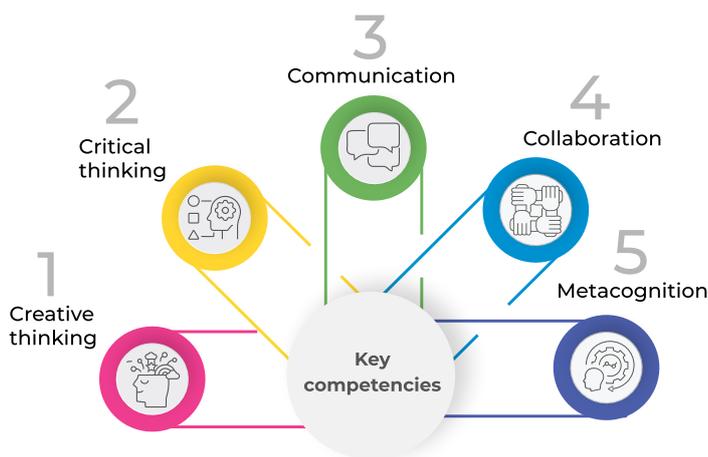
Remember that we have only selected a few competencies and their sub-competencies!

The Center for Curriculum Redesign (CCR) and the Australian Council for Educational Research (ACER), among many other organisations worldwide, have researched and developed detailed competency assessment rubrics. These frameworks have informed the content of the Project Competency Rubrics and illustrate just how many skills make up a single competency. As an introduction to competencies, we have purposefully selected a smaller number of sub-competencies to focus on. We made our selections based on the ease of testing and application to the Project. We intend to use these materials as our starting point; to test them and learn from them so that we can develop a fuller picture of competencies over time.

INTRODUCTION

Now that you have read *A Teacher's Guide to Competencies* you should have a good understanding of what competencies are and why they are so important for our young people to develop.

This Competency Toolkit has materials that you can use to teach your learners about the specific competencies that we purposefully selected. This knowledge and understanding will help your learners do better in their Project-based Learning projects.



In this toolkit you will find:

- Definition cards to explain the basic definitions of the competencies.
- Action cards to help learners develop an understanding of the skill by actively applying it.
- Classroom supplies like printable posters
- Templates for printing cards

All the materials can be made with what you have in your classroom and so you won't need to buy anything expensive to make them. In this toolkit there are instructions for each activity that explain what you need to do before the lesson (preparation) as well as how to present the lesson (presentation). We know how busy you are, so we want to make teaching competencies as easy as possible for you.

Tool preparation:

At the end of this document you will find a **Templates** section, with printable pages of all the materials. Your learners can help you prepare the definition cards and other materials so that it doesn't take long. Maybe divide the class into groups and give each group a tool to prepare.

Some of the cards are used back to back. You can print the front and back and stick them together, or if you are able to print back to back, the templates are set up to print the correct back onto the front of the cards.

Tool presentation:

You only really need to present the definitions of each skill, which will take about 5 minutes per skill. The learners can complete the rest of the activities on their own, without assistance once you have explained how to do them - or they have read the tool preparation instructions. After the cards and tools have been prepared you may want to leave them in envelopes on a "competency" shelf in your classroom so that the learners can find them easily and use them any time they want to.

At the end of this toolkit there are some **classroom materials** that you can display in your classroom to draw attention to the competencies. We have included some ideas on how you can use these classroom materials to make competencies fun.

There is also an **example of a register** that you can use for your observations or to make notes of how often the learners practise the different skills.



CREATIVE THINKING TOOLS



Tool 1: Creative Thinking Definition Cards

Aim:

For learners to develop an understanding of what creative thinking means (by definition) and a few of the skills that make up creative thinking.

Tool preparation:

- Print and cut out Card numbers 1-8 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

We suggest that this is done in groups of 8 learners, if possible. Otherwise you can present to the whole class at once.

1. Start a conversation with the class about 21st Century skills, explaining why they are important.
2. Explain that Creative Thinking is one of these skills. Ask the class what they think creative thinking means?
3. Lay card 1 out on the floor.
4. Explain that creative thinking is made up of lots of different skills. Show card 2 to the class and ask them to try and think about what each skill means or when they may use it.



CREATIVE THINKING

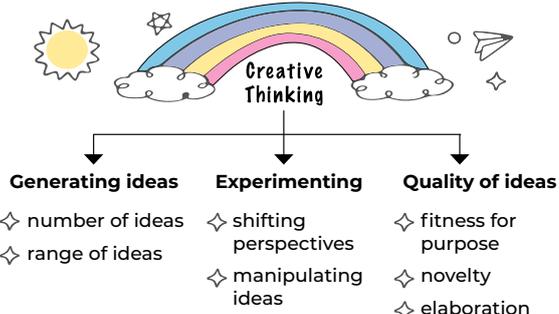
Creative thinking is the ability to come up with many different ideas and apply them to find realistic solutions to problems.

Creative thinkers come up with many different ideas that are relevant to solving a problem.

Creative Thinking Card 1

Want to learn more?

Creative thinking is made up of lots of different skills.

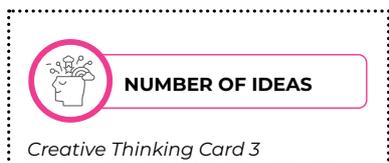


Generating ideas	Experimenting	Quality of ideas
◇ number of ideas	◇ shifting perspectives	◇ fitness for purpose
◇ range of ideas	◇ manipulating ideas	◇ novelty
		◇ elaboration

Creative Thinking Card 2

5. Tell the class that we will be focusing on three skills (sub-competencies) of creative thinking:

- Number of ideas (lay down card 3),
- Range of ideas (lay down card 4) and
- Fitness for purpose (lay down card 5).

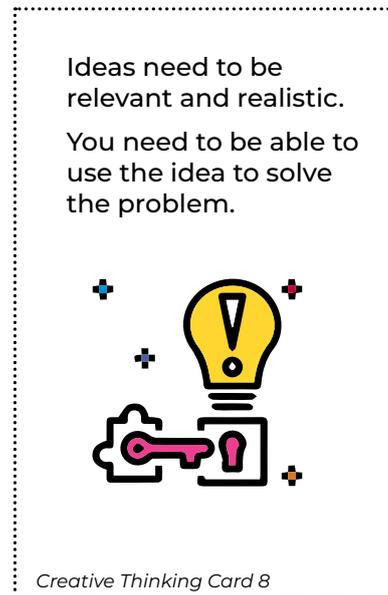
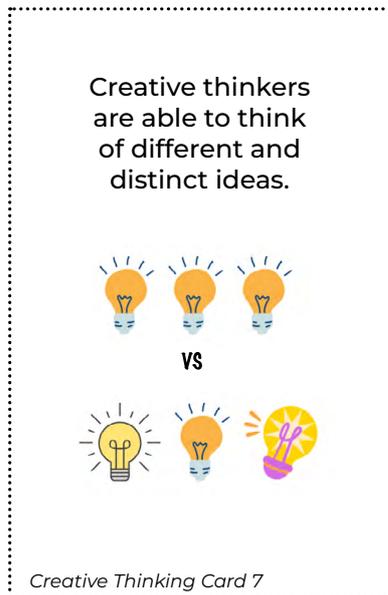
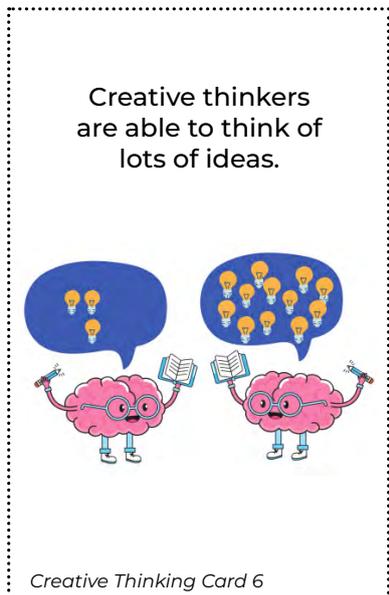
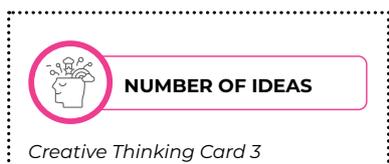


6. Place the three definitions (cards 6-8) **upside down** in random order below the heading cards.

7. Ask one learner to turn one of the upside-down cards over, and read it.

8. Ask the group which heading they think it belongs to. Place the card under the correct heading. Repeat this for the other two upside-down cards.

9. See the answer below to check if the cards have been matched correctly.



Options for after the lesson:

- Learners play the “Name, Place, Animal, Thing (NPAT)” game.
- Learners use the “Fitness for purpose” cards.
- Learners practise on their own with matching the skill name to the definition.
- Learners work on the Creative Thinking page in their competency journals.

Tool 2: NPAT (Name, Place, Animal, Thing) game



Aim:

To encourage learners to come up with as many different ideas as possible in a short time.

Tool preparation:

- Write the alphabet on the board or use the alphabet (card 9) from the Templates section of this Toolkit.
- Laminate the alphabet card if possible.
- Find a timer/stopwatch that can time 30 seconds.
- Optional: Printouts of card 10 for each learner if you want them to play on their own in small groups (card 10).

What learners need:

- Piece of paper.
- Pen/pencil.

Tool presentation:

1. Ask the learners to draw 4 lines down their page (creating 5 columns).
2. Tell them to write “Name” at the top of the first column, “Place” at the top of the second column, “Animal” at the top of the third column, “Thing” at the top of the fourth column and “Points” at the top of the fifth column.
3. Close your eyes and randomly choose one letter of the alphabet, for example “B”.
4. Explain the rules of the game to the learners:

Come up with as many different words as possible that start with the letter “B” for each category. For example, different names starting with “B”; different places starting with “B”, etc.

NPAT Game

Name	Place	Animal	Thing	Points

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Creative Thinking Card 10

For every word learners write that is unique to them, they get 10 points. For every word they write that someone else in the class (or in their team) has also written, they get 5 points. (If only Sam writes the name “Betty” she will get 10 points. If Sam and Sizwe both write “Betty”, they will each get only 5 points each).

Learners have 30 seconds to come up with as many different words as possible.

5. Tell the learners to start. Time 30 seconds and then tell them to put down their pens/pencils.
6. Tally up the marks.
7. Cross out “B” on the board/alphabet card and repeat for a different letter. Repeat for as many letters as you like.

Options for after the lesson:

- Learners can easily play this game on their own in small groups.

Tool 3: Fitness for purpose cards



Aim:

To encourage learners to identify which ideas are suitable as solutions to problems.

Tool preparation:

- Print and cut out cards 11 - 26 from the Templates section of this Toolkit.
- Print out the answer sheet from the Templates section if you need to (card 26).
- Laminate them if possible.

Tool presentation:

** Present to an individual learner or a small group of learners.

1. Lay out the heading cards in a straight line: Problem, Appropriate Solution and Inappropriate Solution (cards 11-13)

2. Lay the Problem description cards (cards 12-15) under the problem heading card.

 PROBLEM <i>Creative Thinking Card 11</i>	 APPROPRIATE SOLUTION <i>Creative Thinking Card 12</i>	 INAPPROPRIATE SOLUTION <i>Creative Thinking Card 13</i>
Nandi really wants a biscuit but cannot open the glass jar. <i>Creative Thinking Card 14</i>		
A teacher wants to cross a busy road with her learners. <i>Creative Thinking Card 15</i>		
Jane often struggles to find her pencils in her bag, because both the pencils and bag are grey. <i>Creative Thinking Card 16</i>		
Pens didn't work in space. The American Space Programme needs to find something they can use to write in space. <i>Creative Thinking Card 17</i>		

3. Shuffle the solution cards (cards 16 -23), mixing the appropriate and inappropriate solutions together. Place them upside down in a pile on the side.
4. Ask the learner to pick up a card and read it.
5. Ask them which problem they think it is a possible solution to.
6. Ask the learner whether they think it would be a good solution (appropriate) or a bad solution (inappropriate), and then to place it under the "Appropriate Solution" or "Inappropriate Solution" heading, in line with the problem it is solving.
7. Ask the learner to repeat the process for the rest of the cards.
8. Learners can complete this alone or in a small group and check their solutions against the answer sheet (card 26). See next page for answers.

Options for after the lesson:

1. Learners can easily complete this activity on their own in small groups.
2. Learners can create their own problems and solutions, giving the problems to another group to try and solve.

Fitness for purpose answer sheet



PROBLEM

Creative Thinking Card 11



APPROPRIATE SOLUTION

Creative Thinking Card 12



INAPPROPRIATE SOLUTION

Creative Thinking Card 13

Nandi really wants a biscuit but cannot open the glass jar.

Creative Thinking Card 14

Ask her mom to help her open the jar.

Creative Thinking Card 18

Throw the jar on the floor so that the glass breaks and she can get a biscuit.

Creative Thinking Card 19

A teacher wants to cross a busy road with her learners.

Creative Thinking Card 15

Get someone to stand in the road and signal for the cars to stop.

Creative Thinking Card 20

Build a bridge over the road so that they can cross safely.

Creative Thinking Card 21

Jane often struggles to find her pencils in her bag, because both the pencils and bag are grey.

Creative Thinking Card 16

Stick a red sticker on her pencils that allows her to notice them more easily.

Creative Thinking Card 22

Jane must carry her pencils in her hand so she does not lose them.

Creative Thinking Card 23

Pens didn't work in space. The American Space Programme needs to find something they can use to write in space.

Creative Thinking Card 17

Use a pencil.

Creative Thinking Card 24

Spend lots of money designing a new type of pen that would work.

Creative Thinking Card 25

Creative Thinking Card 26



CRITICAL THINKING TOOLS



Tool 4: Critical Thinking Definitions

Aim:

For learners to develop an understanding of what critical thinking means (by definition) and a few of the skills that make up critical thinking.

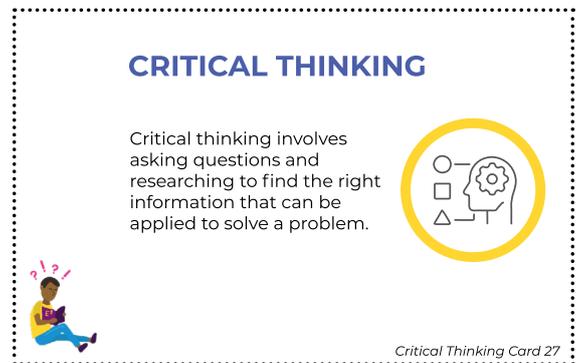
Tool preparation:

- Print and cut out card numbers 27- 35 from the Templates section of this Toolkit.
- Laminate them if possible.

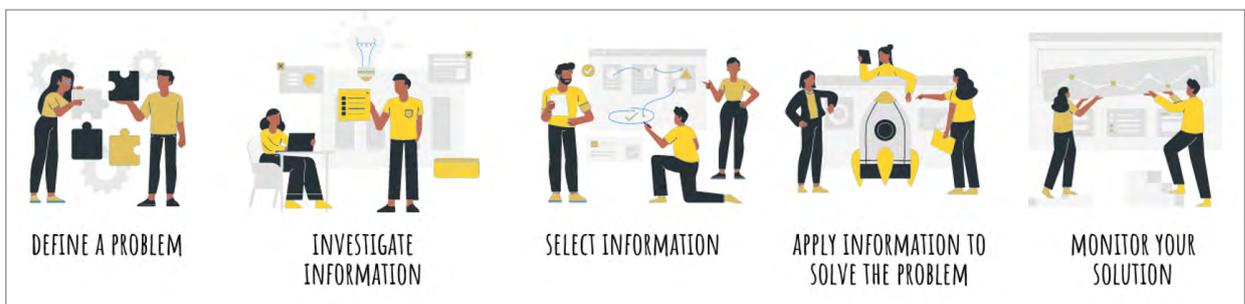
Tool presentation:

** We suggest that this is done in groups of 8 learners, if possible. Otherwise you can present to the whole class at once.

1. Ask the learners if they remember what 21st Century skills are and why they are important.
2. Explain that like Creative Thinking, Critical Thinking is another one of these skills. Ask the class what they think critical thinking means? Lay card 27 out on the floor.
3. Lay card 28 on the floor and explain that critical thinkers often follow a process:

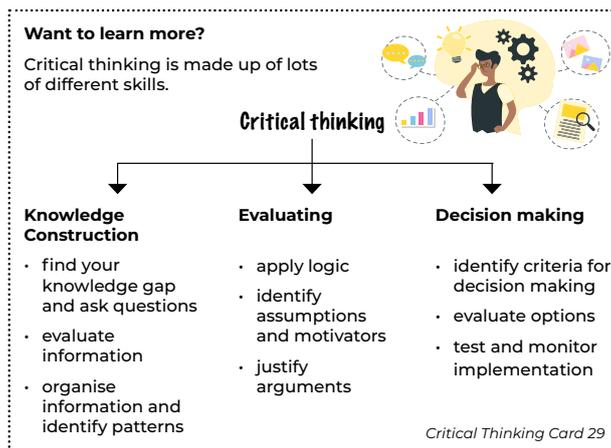


When a critical thinker finds out about a problem, they want to try and find a solution for it. So they start investigating information on the topic. Not all the information they find will be helpful and so they select only the helpful information. Assessing information to find helpful information is called “discrimination”. They then use the helpful information to design a solution to the problem. Once they have the solution, they apply it and monitor/check up to see if it is working.

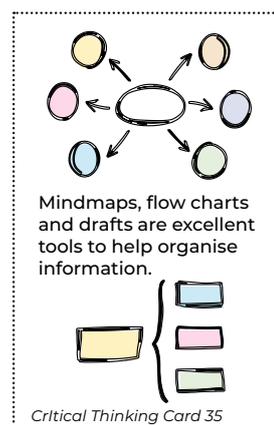
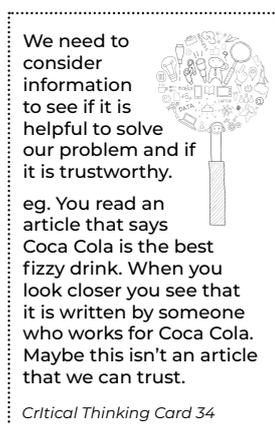
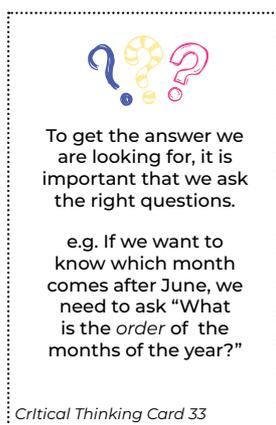


Alternatively, you could cut out the individual steps on card 27 and ask learners to put them in the correct sequence.

4. Your learners will soon see that critical thinking is made up of lots of different skills. Show card 29 to the class and ask them to try and think about what each skill means or when they would use it.



5. Tell the class that you will be focusing on three skills (sub-competencies) of critical thinking:
- Asking the “right” questions (lay down card 30),
 - Evaluating information (lay down card 31) and
 - Identifying patterns (lay down card 32).
6. Place the three definitions (cards 33-35) **upside down** in random order below the heading cards.
7. Ask one learner to turn one of the upside-down cards over, and read it.
8. Ask the group which heading they think it belongs to. Place the card under the correct heading. Repeat this for the other two upside-down cards.
9. See the answer below to check if the cards have been matched correctly.



Options for after the lesson:

- Learners work on the “Asking the ‘right’ questions” activity.
- Learners work on the “Discriminating information” activity.
- Learners work on the “Organising information” activity.
- Learners practise on their own with matching the skill name to the definition.
- Learners work on the Critical Thinking page in their competency journals.

Tool 5: Asking the right questions



Aim:

To encourage learners to identify how they should ask questions.

Tool preparation:

- Print and cut out cards 36 - 47 from the Templates section of this Toolkit.
- Print out the answer sheet from the Templates section if you need to (card 48).
- Laminate them if possible.

Tool presentation:

** Present to an individual learner or a small group of learners.

1. Lay out the heading cards in a straight line: Query, The “right” question, The “wrong” question (cards 36 - 38)
2. Lay the Query description cards (cards 39 - 41) under the Query heading card.
3. Shuffle the Right and Wrong question cards (cards 42 -47). Place them upside down in a pile on the side.
4. Ask the learner to pick up a card and read it.
5. Ask them which query it is a possible question for and whether it would be the “right” or “wrong” question to ask, and then to place it under the “Right question” or “Wrong question” heading.
7. Ask the learner to repeat the process for the rest of the cards.
8. Learners can complete this alone or in a small group and check their solutions against the answer sheet (card 48). See next page for answers.

Options for after the lesson:

1. Learners can easily complete this activity on their own in small groups.
2. This would be a good opportunity to present a lesson on “How to ask questions?”. Simply google these words and lots of tools and tips come up. You could share these tips with the learners.

Asking the right question answer sheet



QUERY

We want to know...

Critical Thinking Card 36



THE RIGHT QUESTION

Critical Thinking Card 37



THE WRONG QUESTION

Critical Thinking Card 38

...what time the pizza will be delivered.

Critical Thinking Card 39

What time will the pizza be delivered?

Critical Thinking Card 42

Can you deliver the pizza tonight?

Critical Thinking Card 45

...which day comes after Tuesday.

Critical Thinking Card 40

What is the order of the days of the week?

Critical Thinking Card 43

What are the days of the week?

Critical Thinking Card 46

...when our bicycle will be fixed.

Critical Thinking Card 41

When will my bicycle be ready for collection?

Critical Thinking Card 44

How long will it take you to fix my bicycle?

Critical Thinking Card 47

Critical Thinking Card 48

Tool 6: Evaluating information



Aim:

To encourage learners to identify which information will help them solve problems by considering bias and relevance.

Tool preparation:

- Print and cut out cards 48- 55 from the Templates section of this Toolkit.
- Stick the Evaluation cards (cards 52 - 55) onto the back of the matching Information cards (cards 48- 51).
- Laminate them if possible.

Tool presentation:

** Present to an individual learner or a small group of learners.

1. Explain that some information that we find may not be trustworthy or useful for our purpose. Ask the learner what might make information untrustworthy. Ask the learner what might make information irrelevant (not relevant).
2. Lay the cards in a line on the ground with the Information side facing up.
3. Ask the learner to pick up a card and read it.
4. Encourage them to answer the questions. Once they have done this, they can turn the card over to read the Evaluation side.
5. The learner can repeat the process with the other cards.

Options for after the lesson:

1. Learners can easily complete this activity on their own in small groups.
2. Offer the learner different sources (maybe from History textbooks) and ask them to think whether the information is trustworthy and what it might tell us.

<p>INFORMATION </p> <p>You are researching soccer teams and want to know who the best team in the competition is. You have found two sources.</p> <p>One is an article saying that Liverpool is the best team in the world. It is written by the coach of Liverpool. The other is the log of matches, showing who has had the most wins.</p> <p>Which source would you use?</p> <p>Give a reason for your answer.</p> <p><small>Critical Thinking Card 48</small></p>	<p>EVALUATION </p> <p>Article about Liverpool: As the article is written by the coach, it might contain BIAS.</p> <p>Log of wins: This will show you the true results of the season. It will not have any bias.</p> <p><small>Critical Thinking Card 54</small></p>
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<p>INFORMATION </p> <p>You want to learn how to identify the trees around you.</p> <p>You find a book titled "Trees in Cape Town".</p> <p>Would this book be useful if you lived in Durban?</p> <p>Give a reason for your answer.</p> <p><small>Critical Thinking Card 49</small></p>	<p>EVALUATION </p> <p>The book would be useful if you lived in Cape Town but not useful if you lived in Durban as different trees grow in the different regions of South Africa.</p> <p>The information would not be RELEVANT or APPLICABLE.</p> <p><small>Critical Thinking Card 55</small></p>
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<p>INFORMATION </p> <p>You would like to find out what a healthy meal is.</p> <p>You have an advertisement from a fast-food place that says their burgers are healthy.</p> <p>You also have a book written by a dietician titled "Healthy Eating".</p> <p>Which source would you use?</p> <p>Give a reason for your answer.</p> <p><small>Critical Thinking Card 50</small></p>	<p>EVALUATION </p> <p>The book will from the dietician would be more factually correct.</p> <p>The advertisement might exaggerate information to try and sell the product.</p> <p><small>Critical Thinking Card 52</small></p>
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<p>INFORMATION </p> <p>You want to know what life in Johannesburg was like in the year 2000.</p> <p>You find a photograph from 1940.</p> <p>Would this photograph be useful?</p> <p>Give a reason for your answer.</p> <p><small>Critical Thinking Card 51</small></p>	<p>EVALUATION </p> <p>The photograph from 1940 is unlikely to give you an idea of what life in Johannesburg was like in 2000 as things would have changed a lot during the 60 years that have passed.</p> <p>The information would not be CURRENT or from the CORRECT TIME</p> <p><small>Critical Thinking Card 53</small></p>
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Tool 7: Using tools to organise information



Aim:

To encourage learners to notice which tools organise information the best.

Tool preparation:

- Print and cut out cards 56 - 61 from the Templates section of this Toolkit.
- Stick the Solution cards (cards 59 - 61) onto the back of the Organise It cards (cards 56 - 58).
- Laminate them if possible.

What learners need:

- Paper.
- Pen/pencil.

Tool presentation:

** Present to an individual learner or a small group of learners.

1. Explain that there are lots of different tools that we can use to help us organise information, such as a mind map or flow chart. Ask the learner if they can think of any other tools.
2. Lay the cards out in a line on the ground with the Organise it cards facing up.
3. Ask the learner to pick up a card, read it and then organise the information on the card by sketching a solution on their own piece of paper.
4. Explain that there is not one correct way to organise data and that a POSSIBLE solution is written on the back of the card.

** If it will be too tempting for the learner to look at the back of the card, you can keep the solutions separate and only give them to the learners when they have finished.

5. The learner can repeat the process with the other cards.

Options for after the lesson:

- Learners can easily complete this activity on their own in small groups.

ORGANISE IT!

You are doing a project on flooding and have found a long list of information.

- Some of the information speaks about:
- What flooding is
- The causes of flooding
- The effects of flooding
- Ways to ensure safety during a flood.

Use a tool to organise this information.

Critical Thinking Card 56

SOLUTION

Critical Thinking Card 60

ORGANISE IT!

Mr Khumalo is married to Mrs Khumalo. They have three daughters: Thandi, Lindelwa and Ayanda. Ayanda is married to Sipiwe. Sipiwe's mom is Mrs Mhlongo. Sipiwe and Ayanda have a son, Bandile.

Use a tool to organise this information.

Critical Thinking Card 57

SOLUTION

Critical Thinking Card 61

ORGANISE IT!

Johnny and Max are planning their day. Before school they have soccer practice. After school they are going to buy groceries for home. After that they are going to see their dad in hospital.

Use a tool to organise this information.

Critical Thinking Card 58

SOLUTION

Critical Thinking Card 59



COMMUNICATION



Tool 8: Communication Definition cards

Aim:

For learners to develop an understanding of what communication means (by definition) and a few of the skills that make up creative thinking.

Tool preparation:

- Print and cut out card numbers 62 - 68 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

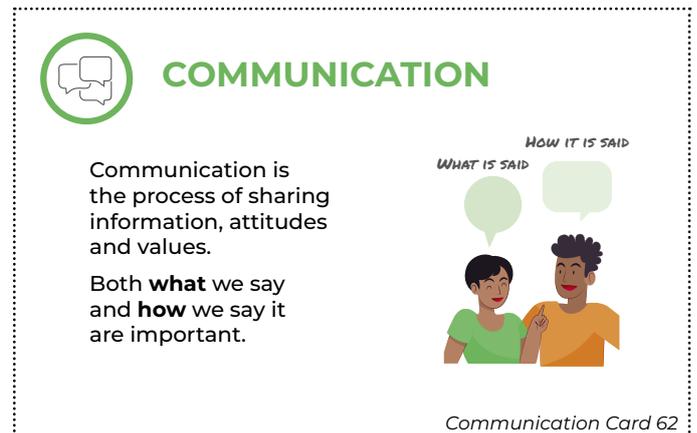
** We suggest that this is done in groups of 8 learners, if possible. Otherwise you can present to the whole class at once.

1. Ask the learners if they remember what 21st Century skills are and why they are important.
2. Explain that Communication is one of these skills. Ask the class what they think communication means? Lay card 62 out on the floor.

Emphasise that communication has two elements: *what we say* and *how we say it*. Explain that communication is made up of lots of different skills and ask the learners what they think these might be.

4. Tell the class that we will be focusing on three skills (sub-competencies) of communication:

- Non-verbal communication (lay down card 63)
 - Articulation (lay down card 64) and
 - Empathising (lay down card 65).
5. Place the three definitions (cards 66 - 68) **upside down** in random order below the heading cards.
 6. Ask one learner to turn one of the upside-down cards over, and read it.
 7. Ask the group which heading they think the definition belongs to. Place the card under the correct heading. Repeat this for the other two upside-down cards.
 8. See the answer on the next page to check if the cards have been matched correctly.





NON-VERBAL COMMUNICATION

Communication Card 63

...refers to how people say things.

Their tone of voice, body language and expression can give us clues about how they feel about what they are saying.



Communication Card 66



ARTICULATION

Communication Card 64

...is **how** we say our words. It is important that we speak and write clearly so that people will understand what we are trying to say.

It is also important that we consider **who** we are talking to (the audience) and present our information in an appropriate manner.



Communication Card 67



EMPATHISING

Communication Card 65

...involves understand how other people are feeling and taking their emotions into consideration.



Communication Card 68

Options for after the lesson:

1. Learners play the “Non-verbal communication” game.
2. Learners use the “Articulation” cards.
3. You hold a group discussion using the “Employing empathy” cards.
4. Learners practise on their own with matching the skill name to the definition.
5. Learners work on the Communication page in their competency journals.

Tool 9: Non-verbal communication game



Aim:

Learners practice their understanding of different non-verbal communication cues.

Tool preparation:

- Print and cut out card numbers 69 - 86 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

** This is best done in smaller groups of about 6 learners, if possible. Otherwise you can present to the whole class at once.

1. Ask the learners to sit in a circle.
2. Shuffle the cards and place them in a pile in the middle of the circle. Explain that learners will be working in pairs. They can select who their partner is.
3. One learner picks up a card and reads it aloud.

- **Body language picture cards:**
The pairs look at the picture and answer the question on the card together.
- **Body language acting cards:**
One learner enacts the body language written on the card, while the other learner in the pair tries to guess what emotion they are acting out.

<p>Use your face to show your friends that you are feeling</p> <p>Angry</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 75</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Excited</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 76</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Sad</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 81</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Nervous</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 77</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Shy</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 78</small></p>
<p>Use your face to show your friends that you are feeling</p> <p>Anxious</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 82</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Rushed</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 83</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Happy</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 84</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Scared</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 79</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Bored</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 80</small></p>
			<p>Use your face to show your friends that you are feeling</p> <p>Confident</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 85</small></p>	<p>Use your face to show your friends that you are feeling</p> <p>Interested</p> <p>Ask them to guess how you are feeling</p> <p><small>Communication Card 86</small></p>

4. Then the next pair have a turn.

Options for after the lesson:

- Learners work on the Communication page in their competency journals.

Tool 10: Articulation cards



Aim:

To encourage learners to identify the correct language for each situation.

Tool preparation:

- Print and cut out card numbers 87 - 98 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

** Present to an individual learner or a small group of learners.

1. Lay out the heading cards (cards 87 - 88) next to each other.
2. Shuffle the cards with phrases (cards 89 - 98).
3. Ask the learner to pick up a phrase card and read it.
4. Ask them if they think the phrase is used when a) chatting to a friend, or b) speaking to a teacher.
5. Ask them to place it under the correct heading.
6. Ask the learner to repeat the process for the rest of the cards.
7. See the answer below to check if the cards have been matched correctly.

Options for after the lesson:

- Learners can easily complete this activity on their own in small groups.

 Chatting to a friend <i>Communication Card 87</i>	 Speaking to a teacher <i>Communication Card 88</i>
<p>Chalk please.</p> <p><i>Communication Card 89</i></p>	<p>Sorry Sir, could you please pass the chalk?</p> <p><i>Communication Card 94</i></p>
<p>Haibo! Siphon why did you do that?</p> <p><i>Communication Card 90</i></p>	<p>Ma'am what was the reason for that?</p> <p><i>Communication Card 95</i></p>
<p>I like your new T-shirt bru.</p> <p><i>Communication Card 91</i></p>	<p>You have a lovely new shirt.</p> <p><i>Communication Card 96</i></p>
<p>Howzit!</p> <p><i>Communication Card 92</i></p>	<p>Good morning.</p> <p><i>Communication Card 97</i></p>
<p>Check you next week.</p> <p><i>Communication Card 93</i></p>	<p>See you next week Ma'am.</p> <p><i>Communication Card 98</i></p>

Tool 11: Empathising - Employing Empathy cards



Aim:

To encourage learners to employ empathy.

Tool preparation:

- Print and cut out card numbers 99 -101 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

1. During a group discussion read one of the Employing Empathy cards to the group.
2. Ask each of the discussion questions, giving the learners a chance to answer if they would like to do so.

Options for after the lesson:

- Learners can easily complete this activity on their own in small groups.



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

There was recently bad flooding in KwaZulu-Natal and a lot of houses were washed away. Many people were taken to big halls, mosques and churches to stay. Lots of water pipes burst - people couldn't shower or bath, and they didn't have much water to drink. One afternoon, a giant water tanker came driving down the road. The people rushed to the window. They thought that they were finally going to get water. The water tanker got closer and closer to the hall. Then it arrived at the hall. But it didn't stop. The tanker continued driving until it reached one big house near the end of the street. It started unloading all the water there.

Discussion questions:

- How do you think the people in the hall felt?
- What would you have done if you had been in the hall?

Communication Card 99



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

All the girls class are talking about Jane's upcoming birthday party. From the minute they arrive at school they start planning the decorations. They talk about the cakes and sweets they will get to eat and about who will be there.

Sally sits quietly in the corner. She hasn't been invited.

Discussion questions:

- How do you think Sally is feeling?
- How would you feel?
- What would you do?

Communication Card 101



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

There was a man who worked very hard. He had three jobs and was slowly saving money to send his daughter to university. His friends started talking about him, saying that he was stealing jobs from other people. "Why can't he be happy with just one job?", they asked. One day, they were feeling so jealous that they lied to his employer about him and he lost his job. His employer told his other employers, and within three days the man had lost all three his jobs.

Discussion questions:

- How do you think his friends had been feeling?
- How do you think the man felt?
- Were his friends' actions fair?
- What do you think the man should do now?
- How does this story make you feel?

Communication Card 100



COLLABORATION



Tool 12: Collaboration Definition cards

Aim:

For learners to develop an understanding of what collaboration means (by definition) and a few of the skills that make up critical thinking.

- Print and cut out card numbers 102 - 110 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

** We suggest that this is done in groups of 8 learners, if possible. Otherwise you can present to the whole class at once.

1. Ask the learners if they remember what 21st Century skills are and why they are important.
2. Explain that Collaboration is another one of these skills. Ask the class what they think collaboration means? Lay card 102 out on the floor.
3. Lay card 103 on the floor and explain the following:

To collaborate properly, people need to rely on each other by sharing responsibility and pooling their knowledge and life experience to make the group as strong and successful as possible. This is called Interdependence.

4. Explain that collaboration is made up of lots of different skills. Lay down card 104. Ask the learners what they think these skills are.

COLLABORATION

Collaboration is when two or more people work together to solve a problem. It is important that the group is interdependent.

Collaboration Card 102

INTERDEPENDENT

Interdependent means that each group member relies on the other members.

Interdependence is achieved when group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.

Collaboration Card 103

Want to learn more?
Collaboration is made up of lots of different skills.

Collaboration

Building shared understanding	Collectively contributing	Regulating
communicating with others	participating in group	ensuring own contributions are constructive
pooling information & resources	recognising the contribution of others	resolving differences
negotiating roles & responsibilities	engaging with roles & responsibilities	maintaining shared understanding

Collaboration Card 104

5. Tell the class that we will be focusing on three skills (sub-competencies) of collaboration:

- Sharing roles and responsibilities (lay down card 105),
- Pooling information (lay down card 106) and
- Engaging with roles and responsibilities (lay down card 107).

6. Place the three definitions (cards 108 - 110) **upside down** in random order below the heading cards.

7. Ask one learner to turn one of the upside-down cards over, and read it.

8. Ask the group which heading they think the definition belongs to. Place the card under the correct heading. Repeat this for the other two upside-down cards.

9. See the answer below to check if the cards have been matched correctly.



Collaboration Card 105



Collaboration Card 106



Collaboration Card 107



Collaboration Card 105



Collaboration Card 106



Collaboration Card 107



Group members decide together who will be responsible for which tasks.

It is important to consider who would be the best person to perform the task and negotiate the roles accordingly.

Collaboration Card 108



Each group member brings their own individual knowledge, skills and life experiences to a group.

Combining these resources is beneficial to a group as there is a larger "pool" of knowledge and skills to draw from.

Collaboration Card 109



Means actually fulfilling your role, submitting what is required of you on time and being present and hard working.

Are you doing your part?

Collaboration Card 110

Options for after the lesson:

1. Learners work on the "An interdependent group" activity.
2. Learners work on the Collaboration page in their competency journals.

Tool 13: An Interdependent Group - Negotiating roles



Aim:

For learners to practise negotiating roles and hopefully recognise how a group can pool information.

Tool preparation:

For learners to develop an understanding of what collaboration means (by definition) and a few of the skills that make up critical thinking.

- Print and cut out card numbers 111 - 113 from the Templates section of this Toolkit.
- Laminate them if possible.

Tool presentation:

** This is best done in smaller groups of about 4 learners, if possible.

- Give the learners the Let's Negotiate Roles cards (cards 111-113) and ask them to discuss the questions at the bottom of the card.

LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going hiking next week. Corné lived in the Drakensberg until he was 10 years old and knows the area very well. Sizwe's uncle has a farm in the Drakensberg that they can stay at.

The group needs to decide who will be responsible for:

- Planning and leading the route.
- Organising the accommodation and transport.
- Making the snacks.
- Managing the finances.

Discussion Questions

Who do you think should be responsible for which role?

What personal knowledge and experience is helping the group?

Collaboration Card 111

LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going to be hosting a table at the town market next Saturday. They will be selling pasta. Lily's mom is from Italy and she has a special recipe. Nandi's dad is an accountant and she has been learning about balance sheets from him. He is always happy to help his daughter.

The group needs to decide who will be responsible for:

- Making the pasta.
- Finances.
- Making the decorations.
- Advertising their stand.

Discussion Questions

Who do you think should be responsible for which role?

What personal knowledge and experience is helping the group?

If Lily was from India instead, and had a family curry recipe, should the group still make and sell pasta?

Collaboration Card 112

LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going to be directing the school play.

Nandi is an excellent dancer, Corné is very organised, and Sizwe takes drama as a subject.

The group needs to decide who will be responsible for:

- Writing the script and directing.
- Designing the props.
- Organising rehearsal times and booking the stage.
- Choreographing the dances.

Discussion Questions

Who do you think should be responsible for which role?

What personal knowledge and experience is helping the group?

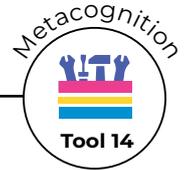
Collaboration Card 113

Options for after the lesson:

1. In these small groups, ask the learners to think about and discuss what knowledge or experience they might be able to contribute to a group project.
2. Learners work on the Collaboration page in their competency journals.



METACOGNITION



Tool 14: Metacognition Definition cards

Aim:

For learners to develop an understanding of what metacognition means (by definition) and a few of the skills that make up metacognition.

Tool preparation:

- Print and cut out card numbers 114 - 115 from the Templates section of this Toolkit.
- Laminate them if possible.

What learners need:

- Competency journal.
- Pen/pencil.

Tool presentation:

** We suggest that this is done in groups of 8 learners, if possible. Otherwise you can present to the whole class at once.

1. Gather the group together.
2. Explain that Metacognition is another one of the 21st Century skills. Tell them that metacognition is a fancy word that explains “how we think”. Lay down card 114, reading the definition.
3. Tell the class that we will be focusing on one skill (sub-competency) of metacognition: Reflective thinking. Lay down card 115, reading the definition.

4. Ask the learners to work on the Metacognition page in their competency journals.

Options for after the lesson:

1. Read the “Reflective thinking” prompts to the learners.
2. Learners work on the Metacognition page in their competency journals.



METACOGNITION

Metacognition is about being aware of how we think, what we know and how we know it.

Metacognition helps us to reflect on our thinking, set goals, and monitor and evaluate our learning.



Metacognition Card 114



REFLECTIVE THINKING

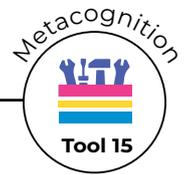
People who are metacognitively aware are able to reflect on their thinking and feelings and change their ideas, behaviours, or goals as a result of their reflection.

This is often a very personal process that might even happen without our realising it.



Metacognition Card 115

Tool 15: Reflective thinking prompts



Aim:

To encourage learners to reflect on their thinking.

Tool preparation:

- Print and cut out card numbers 116 - 120 from the Templates section of this Toolkit.
- Laminate them if possible.
- Calming music if possible.

What learners need:

- Competency journal or piece of paper.
- Pen/pencil.

Tool presentation:

1. Ask the learners to sit somewhere comfortable with a piece of paper/competency journal and a pen/pencil.
2. If you are able to, you could put on some calming music.
3. Read one of the Reflective Thinking Prompts (cards 116 - 120) to the learners.
4. Ask them to think about their answer and write it on the paper or in their competency journal using words or drawings.

 **REFLECTIVE THINKING PROMPT**
Have you changed your mind about something recently?
Why did you change your mind?
Metacognition Card 116

 **REFLECTIVE THINKING PROMPT**
Have you learnt anything interesting recently?
Why did it interest you?
Metacognition Card 117

 **REFLECTIVE THINKING PROMPT**
What are you really good at?
What would you like to be better at?
Metacognition Card 118

 **REFLECTIVE THINKING PROMPT**
Have you done well at something recently?
What helped you do well?
Metacognition Card 119

 **REFLECTIVE THINKING PROMPT**
Have you done something nice for someone else recently?
How did it make you feel?
Metacognition Card 120

Options for after the lesson:

1. Learners can fetch these prompts from the “competency” shelf and complete them on their own.
2. Learners work on the Metacognition page in their competency journal.

CLASSROOM SUPPLIES

COMPETENCY WHEEL

Tool preparation:

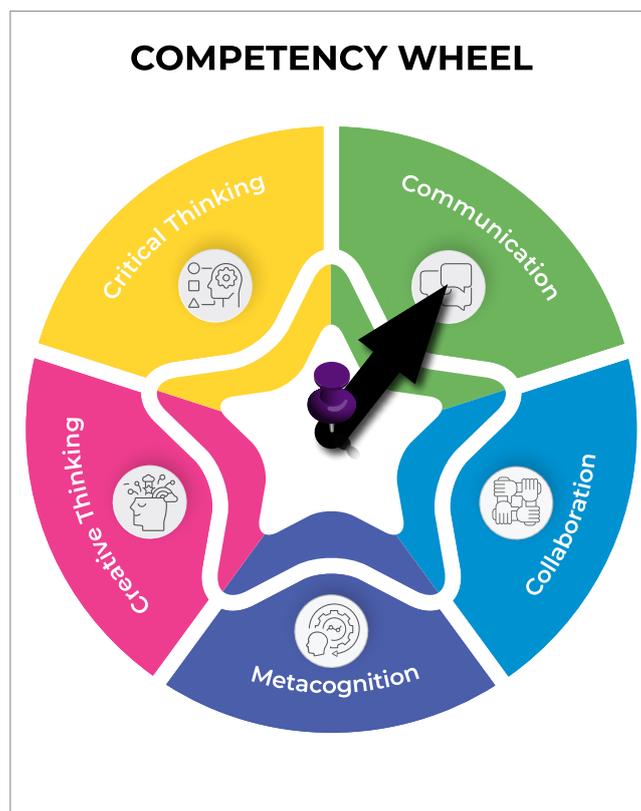
How to assemble the competency wheel:

- Cut out the competency wheel and arrow on the next page.
- Laminate them if possible.
- Make a small hole in the round dot of the arrow and wheel.
- Place a split pin through the hole so that the arrow can spin around inside the circle. If you cannot get a split pin, you can slip a little twig through the hole or use a normal pin.

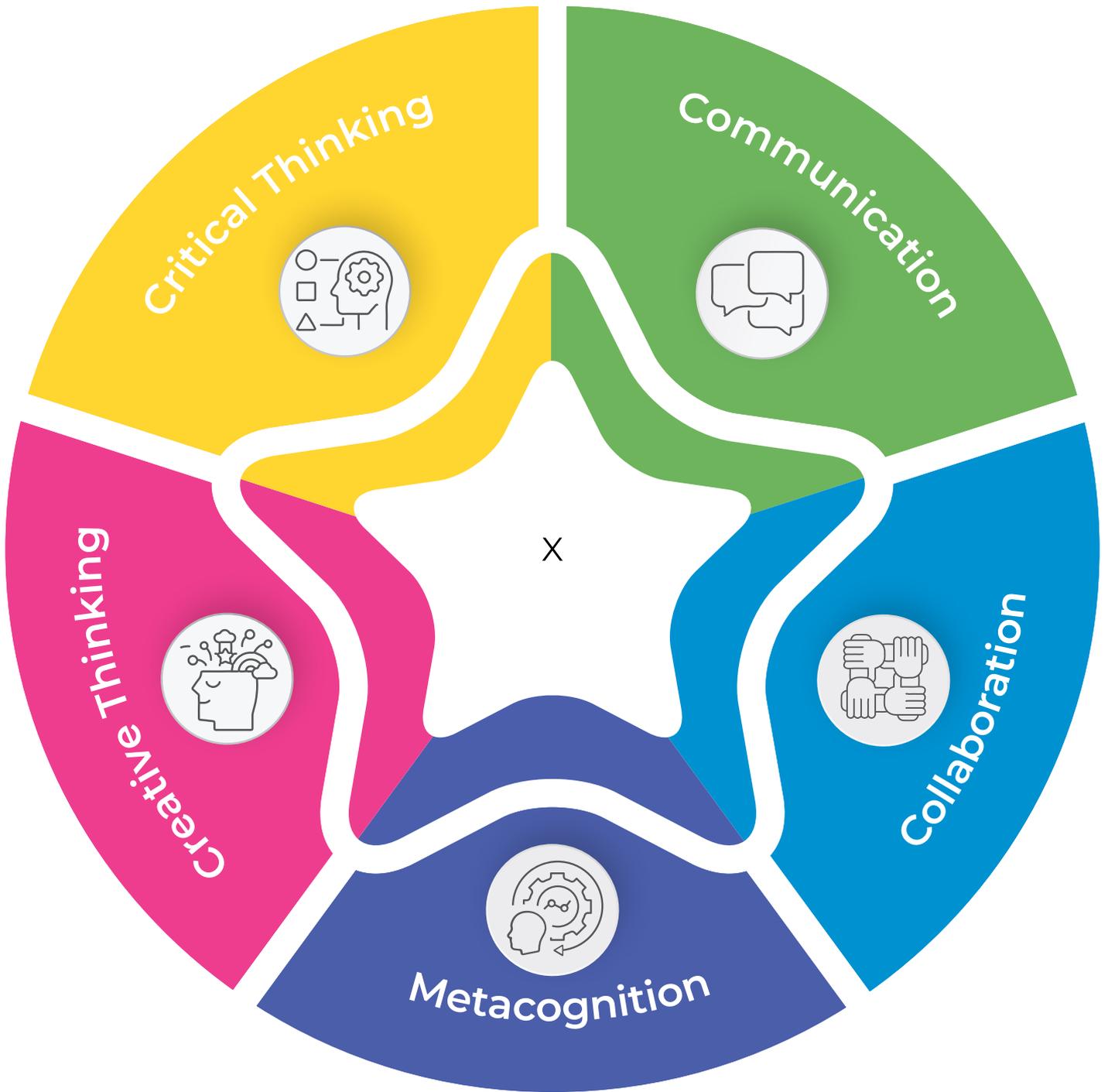
How to use the competency wheel:

Spin the competency wheel with your class to decide which competency to teach or which page in their competency journal they should work on.

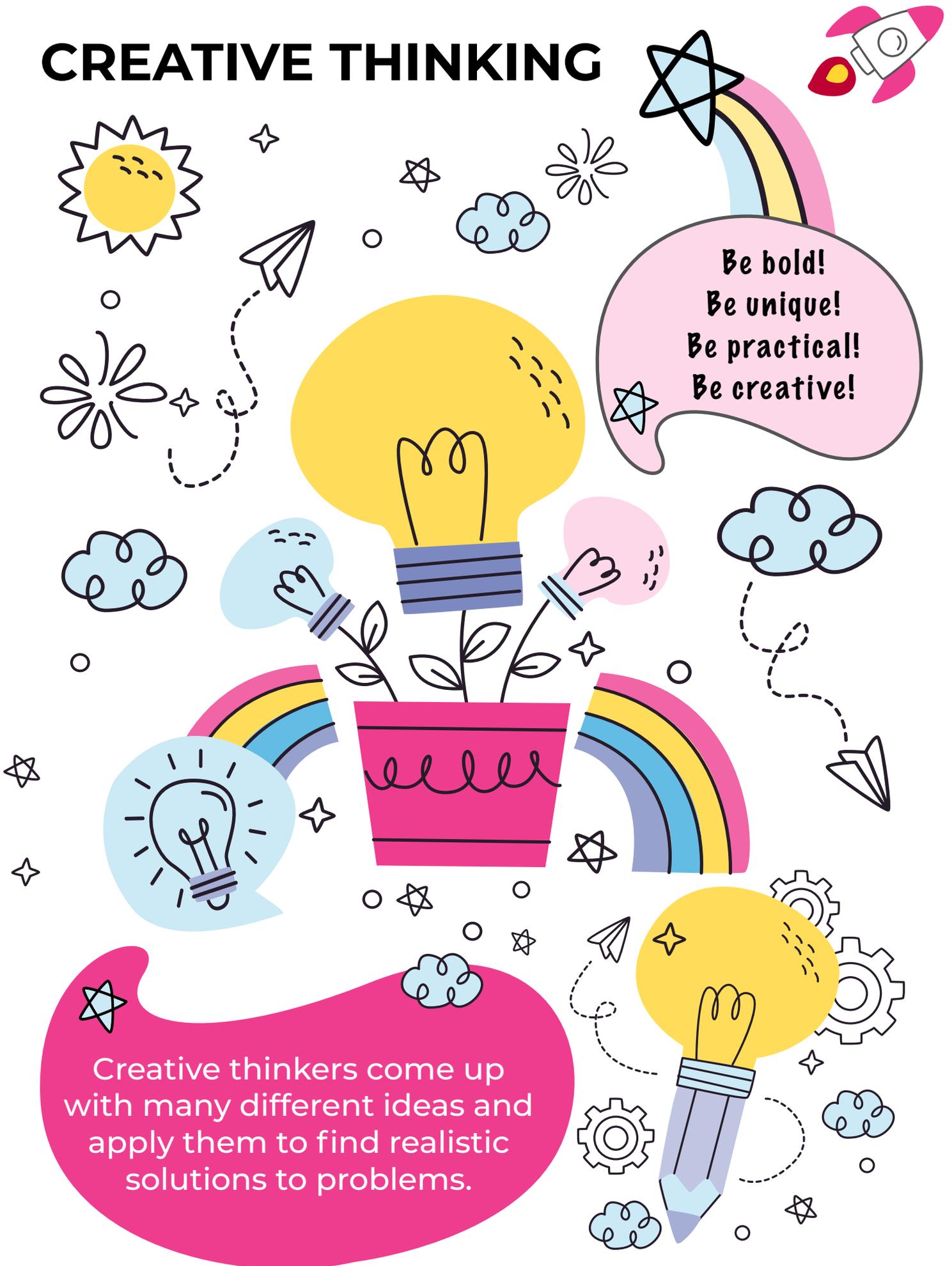
Make sure that you have explained what the 21st Century skills are to the learners before you teach your first lesson. You can do this by starting a conversation with the class about 21st Century skills and explaining why they are important (use the poster on 21st Century skills for this).



COMPETENCY WHEEL



CREATIVE THINKING



Be bold!
Be unique!
Be practical!
Be creative!

Creative thinkers come up with many different ideas and apply them to find realistic solutions to problems.



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CRITICAL THINKING

Critical thinkers discriminate to find useful information to design appropriate solutions.

Once they have a solution, they apply it and monitor to see if the solution is working.

Ask questions!

Be logical:
Think "Does this information help me?"



COMMUNICATION



Good communicators listen to both **WHAT** is said and **HOW** it is said. They are able to understand non-verbal cues such as body language.

They make sure they use the correct language for the correct situation, and they try to understand how others are feeling.



COLLABORATION



- ✓ Share your knowledge
- ✓ Share your experience
- ✓ Do your part



Collaboration is when people work together to solve a problem. Interdependence is achieved when group members pool their information and resources to develop a shared understanding of the problem and share tasks to implement the solution.



METACOGNITION

Let's
reflect on
How we
think



Metacognition
is about being aware
of how we think, what
we know and how we know it.

Metacognition helps us to reflect on
our thinking, set goals,
and monitor and
evaluate our learning.



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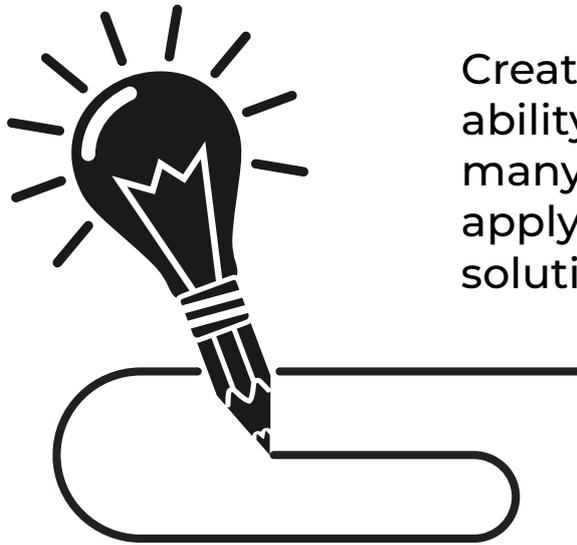


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PRINTING TEMPLATES

Preparation: Print the pages you need and cut where required along the dotted lines.

CREATIVE THINKING



Creative thinking is the ability to come up with many different ideas and apply them to find realistic solutions to problems.

Creative thinkers come up with many different ideas that are relevant to solving a problem.

Creative Thinking Card 1

Want to learn more?

Creative thinking is made up of lots of different skills.



Generating ideas

- ✧ number of ideas
- ✧ range of ideas

Experimenting

- ✧ shifting perspectives
- ✧ manipulating ideas

Quality of ideas

- ✧ fitness for purpose
- ✧ novelty
- ✧ elaboration

Creative Thinking Card 2



NUMBER OF IDEAS

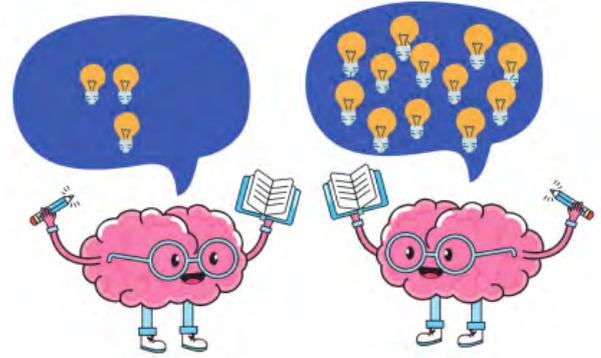
Creative Thinking Card 3

Creative thinkers are able to think of lots of ideas.



RANGE OF IDEAS

Creative Thinking Card 4



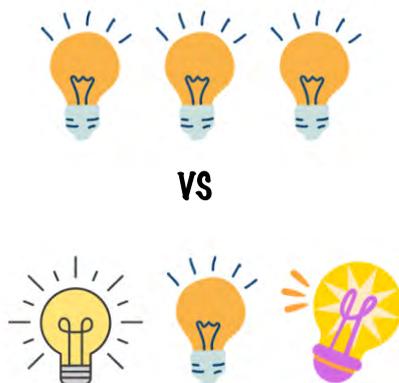
Creative Thinking Card 6



FITNESS FOR PURPOSE

Creative Thinking Card 5

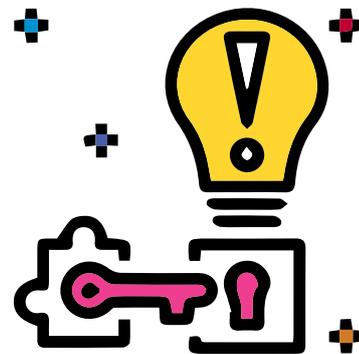
Creative thinkers are able to think of different and distinct ideas.



Creative Thinking Card 7

Ideas need to be relevant and realistic.

You need to be able to use the idea to solve the problem.



Creative Thinking Card 8



Creative Thinking Card 9

Header cards



PROBLEM

Creative Thinking Card 11



APPROPRIATE SOLUTION

Creative Thinking Card 12



INAPPROPRIATE SOLUTION

Creative Thinking Card 13

Problem description cards

Nandi really wants a biscuit but cannot open the glass jar.

Creative Thinking Card 14

A teacher wants to cross a busy road with her learners.

Creative Thinking Card 15

Jane often struggles to find her pencils in her bag, because both the pencils and bag are grey.

Creative Thinking Card 16

Pens didn't work in space. The American Space Programme needs to find something they can use to write in space.

Creative Thinking Card 17

Solution cards

Ask her mom to help her open the jar.

Creative Thinking Card 18

Throw the jar on the floor so that the glass breaks and she can get a biscuit.

Creative Thinking Card 19

Get someone to stand in the road and signal for the cars to stop.

Creative Thinking Card 20

Build a bridge over the road so that they can cross safely.

Creative Thinking Card 21

Stick a red sticker on her pencils that allows her to notice them more easily.

Creative Thinking Card 22

Jane must carry her pencils in her hand so she does not lose them.

Creative Thinking Card 23

Use a pencil.

Creative Thinking Card 24

Spend lots of money designing a new type of pen that would work.

Creative Thinking Card 25

Fitness for purpose answer sheet



PROBLEM

Creative Thinking Card 11



APPROPRIATE SOLUTION

Creative Thinking Card 12



INAPPROPRIATE SOLUTION

Creative Thinking Card 13

Nandi really wants a biscuit but cannot open the glass jar.

Creative Thinking Card 14

Ask her mom to help her open the jar.

Creative Thinking Card 18

Throw the jar on the floor so that the glass breaks and she can get a biscuit.

Creative Thinking Card 19

A teacher wants to cross a busy road with her learners.

Creative Thinking Card 15

Get someone to stand in the road and signal for the cars to stop.

Creative Thinking Card 20

Build a bridge over the road so that they can cross safely.

Creative Thinking Card 21

Jane often struggles to find her pencils in her bag, because both the pencils and bag are grey.

Creative Thinking Card 16

Stick a red sticker on her pencils that allows her to notice them more easily.

Creative Thinking Card 22

Jane must carry her pencils in her hand so she does not lose them.

Creative Thinking Card 23

Pens didn't work in space. The American Space Programme needs to find something they can use to write in space.

Creative Thinking Card 17

Use a pencil.

Creative Thinking Card 24

Spend lots of money designing a new type of pen that would work.

Creative Thinking Card 25

Creative Thinking Card 26

CRITICAL THINKING

Critical thinking involves asking questions and researching to find the right information that can be applied to solve a problem.



Critical Thinking Card 27



DEFINE A PROBLEM



INVESTIGATE
INFORMATION



SELECT INFORMATION



APPLY INFORMATION TO
SOLVE THE PROBLEM



MONITOR YOUR
SOLUTION

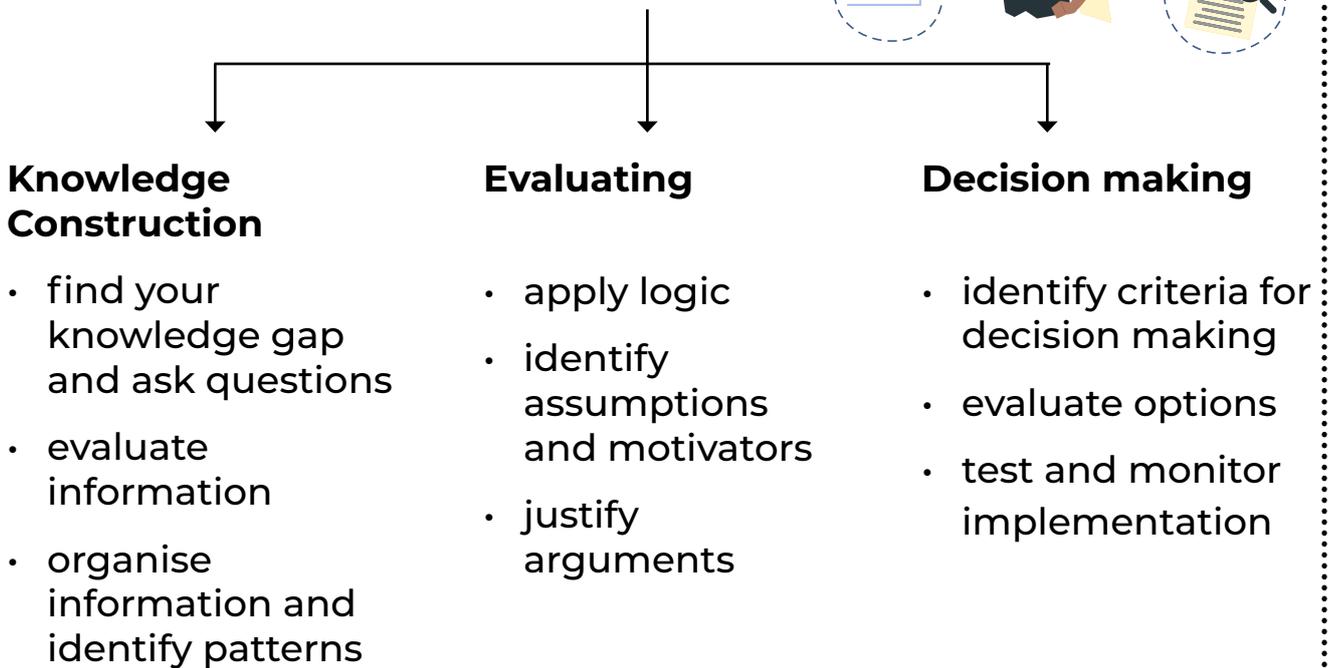
Critical Thinking Card 28

Want to learn more?

Critical thinking is made up of lots of different skills.



Critical thinking



Critical Thinking Card 29



ASKING THE RIGHT QUESTIONS

Critical Thinking Card 30



EVALUATING INFORMATION

Critical Thinking Card 31



IDENTIFYING PATTERNS

Critical Thinking Card 32



To get the answer we are looking for, it is important that we ask the right questions.

e.g. If we want to know which month comes after June, we need to ask “What is the *order* of the months of the year?”

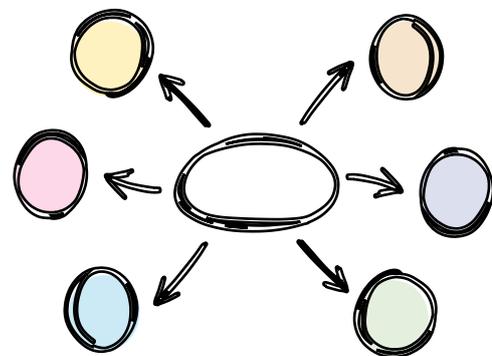
Critical Thinking Card 33

We need to consider information to see if it is helpful to solve our problem and if it is trustworthy.

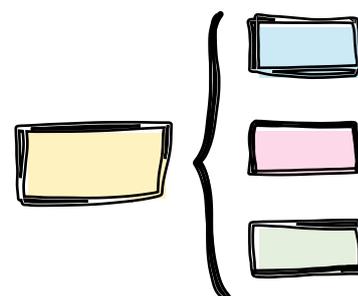


eg. You read an article that says Coca Cola is the best fizzy drink. When you look closer you see that it is written by someone who works for Coca Cola. Maybe this isn't an article that we can trust.

Critical Thinking Card 34

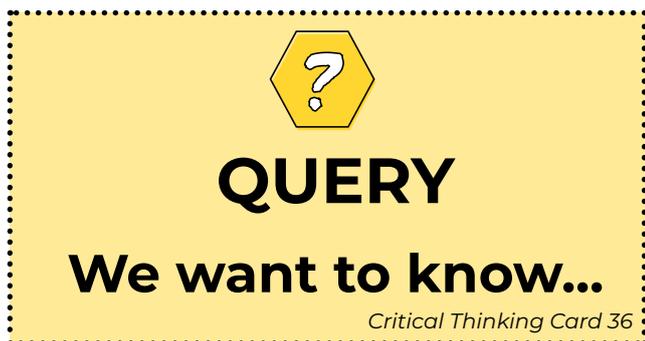


Mindmaps, flow charts and drafts are excellent tools to help organise information.



Critical Thinking Card 35

Header cards



QUERY
We want to know...
Critical Thinking Card 36

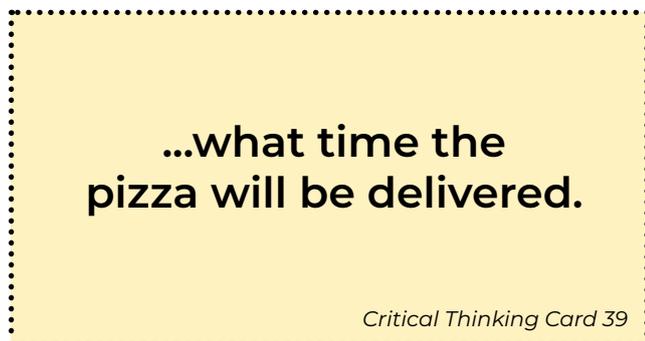


THE RIGHT QUESTION
Critical Thinking Card 37

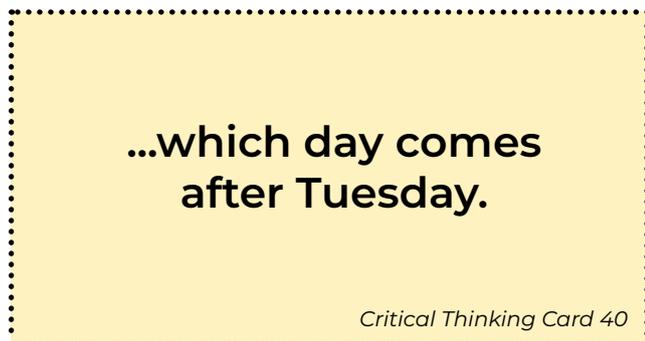


THE WRONG QUESTION
Critical Thinking Card 38

Query description cards



...what time the pizza will be delivered.
Critical Thinking Card 39



...which day comes after Tuesday.
Critical Thinking Card 40



...when our bicycle will be fixed.
Critical Thinking Card 41

Question cards

**What time will the
pizza be delivered?**

Critical Thinking Card 42

**Can you deliver
the pizza tonight?**

Critical Thinking Card 45

**What is the order of the
days of the week?**

Critical Thinking Card 43

**What are the days
of the week?**

Critical Thinking Card 46

**When will my
bicycle be ready
for collection?**

Critical Thinking Card 44

**How long will it take
you to fix my bicycle?**

Critical Thinking Card 47

Asking the right question answer sheet



QUERY

We want to know...

Critical Thinking Card 36



THE RIGHT QUESTION

Critical Thinking Card 37



THE WRONG QUESTION

Critical Thinking Card 38

...what time the pizza will be delivered.

Critical Thinking Card 39

What time will the pizza be delivered?

Critical Thinking Card 42

Can you deliver the pizza tonight?

Critical Thinking Card 45

...which day comes after Tuesday.

Critical Thinking Card 40

What is the order of the days of the week?

Critical Thinking Card 43

What are the days of the week?

Critical Thinking Card 46

...when our bicycle will be fixed.

Critical Thinking Card 41

When will my bicycle be ready for collection?

Critical Thinking Card 44

How long will it take you to fix my bicycle?

Critical Thinking Card 47

Critical Thinking Card 48

Information cards

INFORMATION



You are researching soccer teams and want to know who the best team in the competition is. You have found two sources.

One is an article saying that Liverpool is the best team in the world. It is written by the coach of Liverpool.

The other is the log of matches, showing who has had the most wins.

Which source would you use?

Give a reason for your answer.

Critical Thinking Card 48

INFORMATION



You would like to find out what a healthy meal is.

You have an advertisement from a fast-food place that says their burgers are healthy.

You also have a book written by a dietician titled "Healthy Eating".

Which source would you use?

Give a reason for your answer.

Critical Thinking Card 50

INFORMATION



You want to learn how to identify the trees around you.

You find a book titled "Trees in Cape Town".

Would this book be useful if you lived in Durban?

Give a reason for your answer.

Critical Thinking Card 49

INFORMATION



You want to know what life in Johannesburg was like in the year 2000.

You find a photograph from 1940.

Would this photograph be useful?

Give a reason for your answer.

Critical Thinking Card 51

Evaluation cards

EVALUATION



The book will from the dietician would be more factually correct.

The advertisement might exaggerate information to try and sell the product.

Critical Thinking Card 52

EVALUATION



Article about Liverpool: As the article is written by the coach, it might contain BIAS.

Log of wins: This will show you the true results of the season. It will not have any bias.

Critical Thinking Card 54

EVALUATION



The photograph from 1940 is unlikely to give you an idea of what life in Johannesburg was like in 2000 as things would have changed a lot during the 60 years that have passed.

The information would not be CURRENT or from the CORRECT TIME.

Critical Thinking Card 53

EVALUATION



The book would be useful if you lived in Cape Town but not useful if you lived in Durban as different trees grow in the different regions of South Africa.

The information would not be RELEVANT or APPLICABLE.

Critical Thinking Card 55



ORGANISE IT!

You are doing a project on flooding and have found a long list of information.

- Some of the information speaks about:
- What flooding is
- The causes of flooding
- The effects of flooding
- Ways to ensure safety during a flood.

Use a tool to organise this information.

Critical Thinking Card 56

ORGANISE IT!

Johnny and Max are planning their day. Before school they have soccer practice. After school they are going to buy groceries for home. After that they are going to see their dad in hospital.

Use a tool to organise this information.

Critical Thinking Card 58

ORGANISE IT!

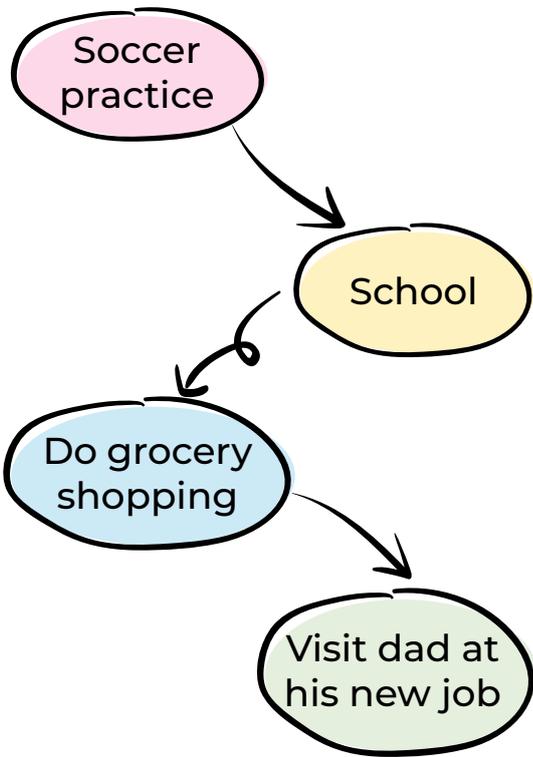
Mr Khumalo is married to Mrs Khumalo. They have three daughters: Thandi,

Lindelwa and Ayanda. Ayanda is married to Sphiwe. Sphiwe's mom is Mrs Mhlongo. Sphiwe and Ayanda have a son, Bandile.

Use a tool to organise this information.

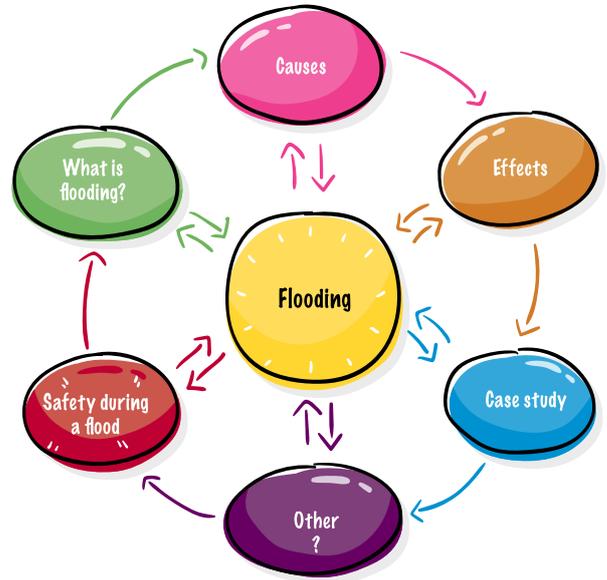
Critical Thinking Card 57

SOLUTION



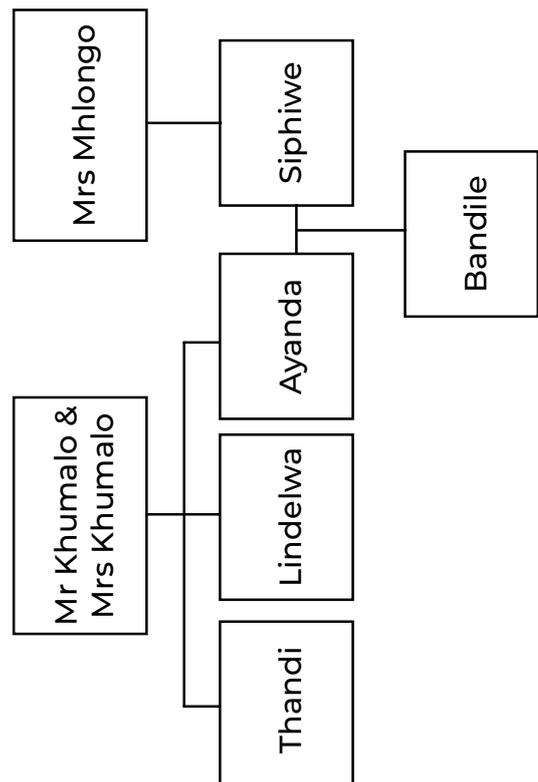
Critical Thinking Card 59

SOLUTION



Critical Thinking Card 60

SOLUTION



Critical Thinking Card 61



COMMUNICATION

Communication is the process of sharing information, attitudes and values.

Both **what** we say and **how** we say it are important.



Communication Card 62



NON-VERBAL COMMUNICATION

Communication Card 63

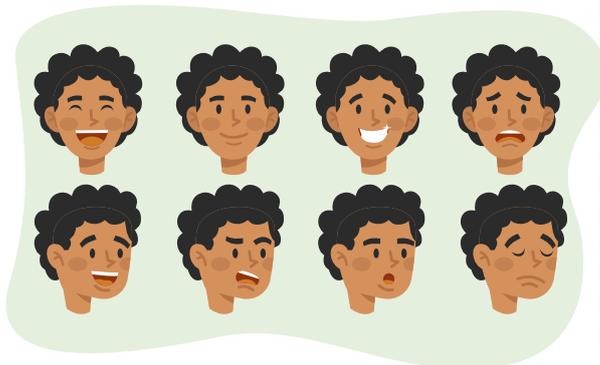
...refers to how people say things.

Their tone of voice, body language and expression can give us clues about how they feel about what they are saying.



ARTICULATION

Communication Card 64



Communication Card 66



EMPATHISING

Communication Card 65

...is **how** we say our words. It is important that we speak and write clearly so that people will understand what we are trying to say.

It is also important that we consider **who** we are talking to (the audience) and present our information in an appropriate manner.



Communication Card 67

...involves understand how other people are feeling and taking their emotions into consideration.



Communication Card 68

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 69

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 70

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 71

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 72

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 73

What message is this person's body language giving us?



How do you think this person is feeling?

Communication Card 74

Use your face
to show your friends
that you are feeling

Angry

Ask them to guess
how you are feeling

Communication Card 75

Use your face
to show your friends
that you are feeling

Shy

Ask them to guess
how you are feeling

Communication Card 78

Use your face
to show your friends
that you are feeling

Excited

Ask them to guess
how you are feeling

Communication Card 76

Use your face
to show your friends
that you are feeling

Scared

Ask them to guess
how you are feeling

Communication Card 79

Use your face
to show your friends
that you are feeling

Nervous

Ask them to guess
how you are feeling

Communication Card 77

Use your face
to show your friends
that you are feeling

Bored

Ask them to guess
how you are feeling

Communication Card 80

Use your face
to show your friends
that you are feeling

Sad

Ask them to guess
how you are feeling

Communication Card 81

Use your face
to show your friends
that you are feeling

Happy

Ask them to guess
how you are feeling

Communication Card 84

Use your face
to show your friends
that you are feeling

Anxious

Ask them to guess
how you are feeling

Communication Card 82

Use your face
to show your friends
that you are feeling

Confident

Ask them to guess
how you are feeling

Communication Card 85

Use your face
to show your friends
that you are feeling

Rushed

Ask them to guess
how you are feeling

Communication Card 83

Use your face
to show your friends
that you are feeling

Interested

Ask them to guess
how you are feeling

Communication Card 86



Chatting to a friend

Communication Card 87

Chalk please.

Communication Card 89

Haibo! Sipho why did you do that?

Communication Card 90

I like your new T-shirt bru.

Communication Card 91

Howzit!

Communication Card 92

Check you next week.

Communication Card 93



Speaking to a teacher

Communication Card 88

Sorry Sir, could you please pass the chalk?

Communication Card 94

Ma'am what was the reason for that?

Communication Card 95

You have a lovely new shirt.

Communication Card 96

Good morning.

Communication Card 97

See you next week Ma'am.

Communication Card 98



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

There was recently bad flooding in KwaZulu-Natal and a lot of houses were washed away. Many people were taken to big halls, mosques and churches to stay. Lots of water pipes burst - people couldn't shower or bath, and they didn't have much water to drink. One afternoon, a giant water tanker came driving down the road. The people rushed to the window. They thought that they were finally going to get water. The water tanker got closer and closer to the hall. Then it arrived at the hall. But it didn't stop. The tanker continued driving until it reached one big house near the end of the street. It started unloading all the water there.

Discussion questions:

- How do you think the people in the hall felt?
- What would you have done if you had been in the hall?

Communication Card 99



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

There was a man who worked very hard. He had three jobs and was slowly saving money to send his daughter to university. His friends started talking about him, saying that he was stealing jobs from other people. "Why can't he be happy with just one job?", they asked. One day, they were feeling so jealous that they lied to his employer about him and he lost his job. His employer told his other employers, and within three days the man had lost all three his jobs.

Discussion questions:

- How do you think his friends had been feeling?
- How do you think the man felt?
- Were his friends' actions fair?
- What do you think the man should do now?
- How does this story make you feel?

Communication Card 100



EMPLOYING EMPATHY

Read this card out loud and then answer the discussion questions.

All the girls class are talking about Jane's upcoming birthday party. From the minute they arrive at school they start planning the decorations. They talk about the cakes and sweets they will get to eat and about who will be there.

Sally sits quietly in the corner. She hasn't been invited.

Discussion questions:

- How do you think Sally is feeling?
- How would you feel?
- What would you do?

Communication Card 101



COLLABORATION

Collaboration is when two or more people work together to solve a problem. It is important that the group is interdependent.



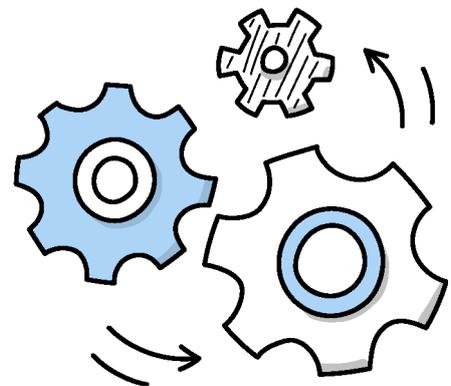
Collaboration Card 102



INTERDEPENDENT

Interdependent means that each group member relies on the other members.

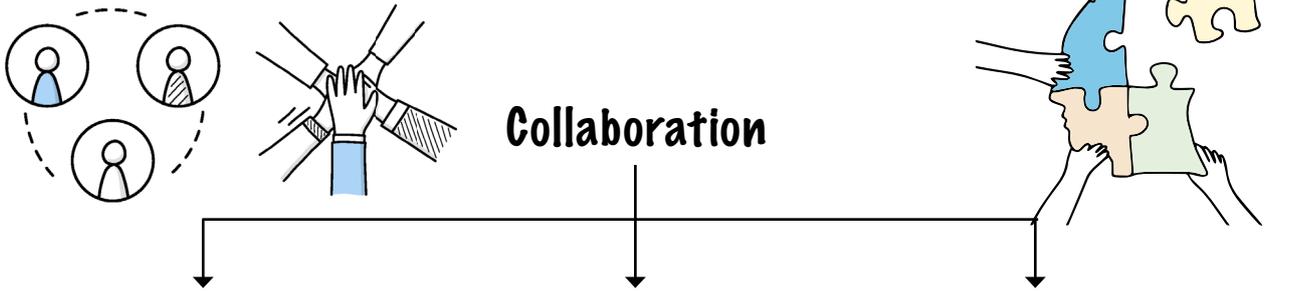
Interdependence is achieved when group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.



Collaboration Card 103

Want to learn more?

Collaboration is made up of lots of different skills.



Building shared understanding

- communicating with others
- pooling information & resources
- negotiating roles & responsibilities

Collectively contributing

- participating in group
- recognising the contribution of others
- engaging with roles & responsibilities

Regulating

- ensuring own contributions are constructive
- resolving differences
- maintaining shared understanding

Collaboration Card 104



NEGOTIATING/SHARING ROLES & RESPONSIBILITIES

Collaboration Card 105



POOLING RESOURCES

Collaboration Card 106



ENGAGING WITH ROLES & RESPONSIBILITIES

Collaboration Card 107



Group members decide together who will be responsible for which tasks.

It is important to consider who would be the best person to perform the task and negotiate the roles accordingly.

Collaboration Card 108



Each group member brings their own individual knowledge, skills and life experiences to a group.

Combining these resources is beneficial to a group as there is a larger “pool” of knowledge and skills to draw from.

Collaboration Card 109



Means actually fulfilling your role, submitting what is required of you on time and being present and hard working.

Are you doing your part?

Collaboration Card 110



LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going hiking next week. Corné lived in the Drakensberg until he was 10 years old and knows the area very well. Sizwe's uncle has a farm in the Drakensberg that they can stay at.



The group needs to decide who will be responsible for:

- Planning and leading the route.
- Organising the accommodation and transport.
- Making the snacks.
- Managing the finances.

Discussion Questions

- Who do you think should be responsible for which role?
- What personal knowledge and experience is helping the group?

Collaboration Card 111



LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going to be hosting a table at the town market next Saturday. They will be selling pasta. Lily's mom is from Italy and she has a special recipe. Nandi's dad is an accountant and she has been learning about balance sheets from him. He is always happy to help his daughter.



The group needs to decide who will be responsible for:

- Making the pasta.
- Finances.
- Making the decorations.
- Advertising their stand.

Discussion Questions

- Who do you think should be responsible for which role?
- What personal knowledge and experience is helping the group?
- If Lily was from India instead, and had a family curry recipe, should the group still make and sell pasta?

Collaboration Card 112



LET'S NEGOTIATE ROLES!

Sizwe, Lily, Corné and Nandi are in a group together. They are going to be directing the school play.

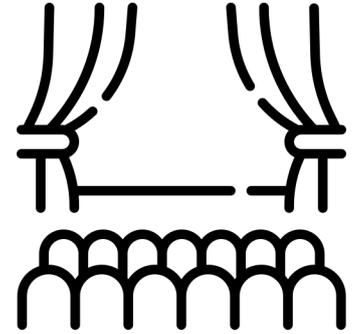
Nandi is an excellent dancer, Corné is very organised, and Sizwe takes drama as a subject.

The group needs to decide who will be responsible for:

- Writing the script and directing.
- Designing the props.
- Organising rehearsal times and booking the stage.
- Choreographing the dances.

Discussion Questions

- Who do you think should be responsible for which role?
- What personal knowledge and experience is helping the group?



Collaboration Card 113



METACOGNITION

Metacognition is about being aware of how we think, what we know and how we know it.

Metacognition helps us to reflect on our thinking, set goals, and monitor and evaluate our learning.



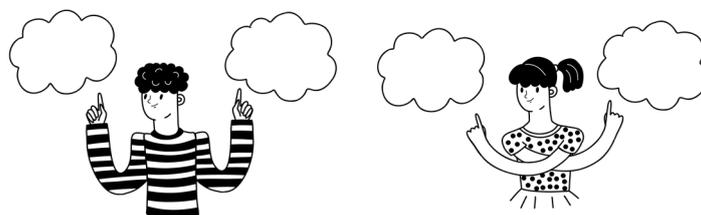
Metacognition Card 114



REFLECTIVE THINKING

People who are metacognitively aware are able to reflect on their thinking and feelings and change their ideas, behaviours, or goals as a result of their reflection.

This is often a very personal process that might even happen without our realising it.



Metacognition Card 115



REFLECTIVE THINKING PROMPT

Have you changed your mind about something recently?
Why did you change your mind?

Metacognition Card 116



REFLECTIVE THINKING PROMPT

Have you learnt anything interesting recently?
Why did it interest you?

Metacognition Card 117



REFLECTIVE THINKING PROMPT

What are you really good at?
What would you like to be better at?

Metacognition Card 118



REFLECTIVE THINKING PROMPT

Have you done well at something recently?
What helped you do well?

Metacognition Card 119



REFLECTIVE THINKING PROMPT

Have you done something nice for someone else recently?
How did it make you feel?

Metacognition Card 120